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ABSTRACT

Addressing the needs of Hispanic bilingual children with learning problems, the manual is arranged to help teach beginning students vowels and the concepts of shapes in a step-by-step manner based on Englemann's principles of direct instruction. Equivalent Spanish/English chapters are designed to teach pronunciation and identification of vowels for reading remediation and to teach the concepts of shapes such as the triangle, square, rectangle, and circle. Vowels and shapes are selected as the teaching topics because they are major areas of learning difficulties for the Hispanic child having special needs. It is stated that once an instructor becomes familiar with the manual, an easy transfer can be made using the manual's principles to teach other concepts. Review and testing sections are included at the end of each chapter. Results of a field test with 120 bilingual first graders indicate that the manual's direct method of teaching significantly increases students' learning of vowels and concepts of shapes as compared to other bilingual methods. Appended are the Spanish Reading Assessment Instrument (unique in that it utilizes "non-sense" words to assess a child's reading ability in Spanish), instructions for administering the instrument, and an answer sheet (which should reveal all the specific areas where the student has difficulty and which can be used for diagnostic purposes). (AN)

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Reading Curriculum for Beginning Hispanic Bilingual Children Based on Direct Instruction

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Introduction

Recently, bilingual educators have become aware of the problems facing those bilingual children who also have learning difficulties, and they have become concerned about the lack of suitable bilingual curricular materials designed for special children (Penn, 1979). At the present time, those Hispanic children who have various learning difficulties are usually placed in resource classrooms and given the same learning curriculum designed for English speaking children. Their learning disabilities have been further compounded by their language barrier, which results in an almost insurmountable double handicap for these children.

This manual is developed specifically to address the needs of Hispanic children who have learning problems. This manual provides equivalent versions in both English and Spanish instruction, and assists teachers to teach their students vowels and the concepts of shapes in a step-by-step manner based on the principles of direct instruction. Depending on what the dominant language of the student is who is experiencing difficulty, either English or Spanish can be taught first. However, both English and Spanish should be taught to the bilingual Hispanic student to enhance the child's learning and retention. Chapter 1 (Spanish version) and 2 (English version) are designed to teach pronunciation and identification of vowels for reading remediation. Chapter 3 (Spanish version) and 4 (English version) are designed to teach the concepts of shape such as the triangle, square, rectangle and circle. Vowels and shapes are selected in this manual as the teaching topics be-

cause they were found to be major areas of learning difficulties for the Hispanic child having special needs (Englemann, 1978). However, once an instructor becomes familiar with this manual and its method of direct instruction, an easy transfer can be made using the same principles to teach other concepts. For this reason, this manual is most suitable for educators to use in workshops and classroom teaching in order to demonstrate to other educators the applicability of the direct instruction method to teach bilingual special students in a variety of subject matters related to reading.

In the back of each of the four chapters, there are review and testing sections for the materials covered in each chapter. The Appendix at the end of this manual includes the Spanish Reading Assessment Instrument, its answer keys and instructions for administering this instrument. This instrument is unique in that it utilizes non-sense words to assess a child's reading ability in Spanish. A child must be able to produce sounds of all elements in a non-sense word in order to be counted as correct. It should be noted that this instrument is diagnostic in nature, and can be used to determine a bilingual child's specific problem in vowels and consonants.

The entire manual is designed after the Englemann's Direct Instruction Model. This model emphasizes the uses of repetition, reinforcement, proper cuing, direction of attention, interaction between the teacher and the student, immediate feedback, and the application of discrimination learning through contrast of correct and incorrect examples. After extensive research in Oregon and other sites throughout the United States,

this Direct Instruction Model has been found to be effective in assisting children with learning difficulties to learn and to retain various concepts (Carnine, 1974, 1976; Englemann, 1975; Englemann and Becker, 1978, 1979).

This manual has been field tested with 120 bilingual Hispanic first graders in Canutillo and Yesleta Schools in the El Paso, Texas School District. The results of this field test showed that the direct method of teaching based on this manual increased students' learning of concepts and vowels significantly higher than other bilingual methods.

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Chapter I

Vowels: Spanish Version

Objectivo: Enseñar Las vocales para que el estudiante sepa las vocales y pueda distinguir sobre las vocales.

Maestra: (Esta letra es la "a". Esta letra dice aaaa.

Maestra: ¿Qué sonido tiene la letra "a"?

Estudiante: aaaaaaaaaaa

Maestra: (Otra vez, ¿qué sonido tiene la letra "a"?)

Estudiantes: aaaaaaaaaaa

Maestra: pone lo siquiente en el pizaron.

a	b	a
c	a	e

Maestra: Cada vez que ponga los dedos sobre "a" digame que sonido tiene la "a". Nomas haga el sonido para la aaaaa. ¿Listos? (La maestra da la senal para que los estudiantes respondan. La maestra va a ver si todos los estudiantes ven el pizarón). Los estudiantes deben de hacer el sonido de la "a" cuando la maestra pone sus dedos sobre la "a" los estudiantes deben de nomas decir la "a".)

Maestra: (Escribe lo siguiente en el pizarón).

a		a
	b	
c	a	i

Maestra: Digan nada mas la "a" cuando ponga mis dedos sobre el pizarón.

Maestra: Dice - Voy a ver si saben, vean me.

(La maestra apunta a lo siguiente y dice:)

a

a

a

(La maestra apunta a la "a" primero, si no es la aaaaa los niños van a responder no eso no es la aaaaaaa).

Maestra: (Les enseña la "a" y pregunta) - ¿Es "a"?

Estudiantes: Es "a".

Maestra: ¿Es "a"? (les enseña [b]).

Estudiantes: No, esa letra no es "a".

Maestra: Cuando apunte a la palabra que no es verdaderamente alguna palabra digan la palabra.

Uno		Dos	Tres	Exámen
	R^1	R^2	R^3	Examen
1.	ma	mam	m[illegible]	sams
2.	ca	cas	mam	ca
3.	sa	sas	sama	sama
4.	ta	tas	tama	tasa
5.	ba	bas	bama	sama
6.	ca	cas	cama	

7.	sa	sas	cama
8.	ta	tas	tasa
9.	ma	mas	masa
10.	ca	cas	sama

Objectivo: Enseñandoles la "e".

Maestra: Escribe la maestra "e" en el pizarón. La maestra dice "e" y punta sobre la "e".

Maestra: ¿Qué sonido tiene esta letra? (apuntando a la "e").

Estudiantes: eeeeeeee

Maestra: ¿Qué letra es?

Estudiantes. eeeeeee

Maestra: Escribe lo siguiente en el pizarón.

e

a

a e b

e

Maestra: Cada vez que ponga los dedos sobre la "e" digan "e". Si no es "e" no digan "e". ¿Listos? (La maestra dice), (¿Listos?) (La maestra ve a todos los estudiantes a ver si están viendo el pizarón). (Los estudiantes nomas dicen el sonido de la "e".)

Maestra: (Ponga lo siguiente en el pizarón).

e

b e

e a i

Maestra: Cuando apunte la "e" digan el sonido de la "e" solamente digan la "e".

e

b e

e a i

Maestra: (Ponga lo siguiente en el pizarón)

e

b

Maestra: (Dice) Voy a ver si verdaderamente saben cual es la "e".
(La maestra les dice a los alumnos apuntando a "e") "¿Es "e"?)

Estudaintes: Si, es "e". Siga con lo demás.

Maestra: (Dando la señal a los estudiantes).
¿Qué sonido tiene esta letra? ("e")

Estudiantes: eeeeeeeeee

Maestra: (Escribe los siguiente en el pizarón)

e a e

e a a

Maestra: Cuando apunte a la letra digame el sonido de la letra "e" nada mas.
¿Listos?

(La maestra da la señal).

Maestra: Cuando apunte a las siguiente palabras digan la palabra.

Maestra: (Escribe lo siguiente en el pizarón).

Uno	Dos	Tres	Exámen
1. en	fe	mem	
2. me	me	mam	ens
3. fe	es	mem	mams
4. fe	ma	tas	taf
5. se	sa	mems	tes
6. es	en	tes	mem
7. en	fe	taf	
8. me	al	tes	
9. tem	ta	ses	
	es	mas	

Objectiveo: Enseñar la vocal i.

Maestra: La letra "i" tiene el sonido de /i/ /i/ /i/ /i/ /i/ .

Maestra: ¿Qué sonido tiene esta letra, "i"?"

(Escribe "i" en el pizarón).

Estudiantes: iiiiiii

Maestra: (Pone lo siguiente en el pizarón.)

i	a	i
i	i	e
e	e	i

Maestra: Cuando apunte a "i" diganme el sondio de

la i. ¿Listos?

(La maestra da la señal. La maestra ve a todos a ver si están viendo el pizarón. Los alumnos nomas deben de decir el sonido de la "i". Para las otras letras los estudiantes dicen, no esa no es la "i").

Maestra: (Pone lo siguiente en el pizarón)

i	a
e	e
i	i

Maestra: (Digan nomás el sonido de la "i" cuando apunte sobre la "i").

¿Listos?

Objectivo: Enseñar la "o".

Maestra: (Escribe lo siguiente en el pizarón:)

o	m	o
a	a	o

Maestra: Cada vez que apunto a lo "o" digame que sonido tiene la "o".

(La maestra hace el sonido, ooooo.)

¿Listos?

(La maestra comienza apuntar. La maestra da la señal. Si no es la "o", los estudiantes dicen, "No es la "o").

Maestra: (Pone lo siguiente en el pizarón)

o		
	m	a
o	a	o

Maestra: Digan nomas la "o" cuando apunte a la "o" ¿Listos?

(La maestra comienza apuntar. Los estudiantes responden).

Maestra: (Pone lo siguiente en el pizarón)

o

o

o

Maestra: (Apunta a la "o" primero. Si no es la "o" los estudiantes dicen, "No es la "o").

Maestra: (Escribe la letra "m" y la "s" en el pizarón. Si los estudiantes no saben las letras o mas bién los sonidos de las letras les deben enseñar los sonidos de la "m" y "s". También enseñarles a los estudiantes: el sonido de la "l" y la "t", "c", "n", "s", "f".

Uno	Dos	Tres	Examen
1. omo	tono	tano	omo
2. lom	es	tino	tono
3. tom	ti	ese	ese
4. tof	omo	tese	tomo
5. soa	amo	timo	timo
6. los	taco	nomo	
	tico	taco	
7. mos	tico	nomo	

8. tof momo taco

9. tac eme tano

10. toc mam tano

Objectivo: Aprender el sonido de la "u".

Maestra: La vocal "u" dice, "u".

Maestra: ¿Qué sonido tiene esta vocal?
Digan con énfasis.
(La maestra da la señal y los estudiantes dicen, uuuuuuuuuu).

Estudiantes: (Dicen "uuuuuu" y ven la letra, "u").

Maestra: Otra vez que sonido tiene esta letra.
(Apuntando a la "u").

Maestra: (Pone lo siguiente en el pizarón).

u b u

u a u

Maestra: Cuando apunte a la "u" dígame que sonido tiene la "u". ¿Listos?
(La maestra da la señal. Los estudiantes dicen uuuuuuu. Para las otras letras los estudiantes dicen, "No es la "u". La maestra pone una cruz sobre lo que no es la "u". Los estudiantes no deben decir otro sonido nada mas la "u").
(Maestra pone lo siquiente en el pizarón)

u u

b

c u u

Maestra: Digan el sonido de la "u" cuando apunte a la

"u". Voy a ver si verdaderamente saben la "u".

¿Listos?

(La maestra comienza apuntar a lo siguiente)

u u

u u

(La maestra apunta a la "u" primero. Si no es la "u" los estudiantes van a responder - "No es la "u".

Maestra: Que sondio tiene esta letra, "u"?

(La maestra escribe en el pizarón).

Estudiantes: uuuuuuuuuuuu.

Maestra: Ahora vamos a respasar.

¿Que sonido tienen estas letras?

"c", "m", "t", "c", "s", "d", "w", "l", "r", "n", "f"

(La maestra apunta a las letras y los estudiantes hacen el sonido de las letras.)

¿Listos?

(La maestra apunta a cada letra).

Maestra: Vamos a decir las siguiente palabras oralmente.

¿Listos?

(La maestra da la señal).

R^1 R^2 R^3 Examen

1.	luc	wum	mid	mid
2.	mul	taum	tos	dufs
3.	tud	rium	nid	dem
4.	mud	neum	nos	luna
5.	tus	dus	rem	tud
6.	cum	tum	dem	
7.	tum	taum	dufs	
8.	sum	sam	tud	
9.	dum	mul	dom	
10.	mum	luna	tuna	

Objectivo: Para distinguir palabras que van con la vocal corecta.

Maestra: ¿Qué es esta vocal?

(Enseñandoles a los estudiantes la letra "a".)

Maestra: Cuando apunte a la letra diganmen si tiene el sonido de la "a".

(La maestra escribe las palabras en el pizarón.

cerro

voca tomate

cojer mama

caja

Maestra: (Dice las palabras primero. Los estudiantes repiten las palabras).

Maestra: ¿Tiene cerro el sonido de la "a"?

Estudiantes: "No cerro no tiene el sonido de la "a"."

Maestra: ¿Tiene vaca el sonido de la "a"?

Estudiantes: Sí, vac tiene el sonido de la "a".

Maestra: ¿Tiene cojer el sonido de la "a"?

Estudiantes: "No, cojer no tiene el sonido de la "a"."

Continue lo mismo con las palabras: caja, tomate, y mamá.

Objectivo: Distinguir palabras que llevan el sonido de la "e".

Maestra: ¿Qué sonido tiene esta vocal, "e"?

(La maestra escribe la vocal en el pizarón).

Maestra: Vamos a decir esta palabras

¿Listos?

(Ponga las palabras en el pizaron)

1. elefante
2. maís
3. eje
4. elote
5. escuela
6. pelota

Maestra: Díganme cuales palabras tienen el sonido de la "e".

¿Listos?

Maestra: ¿Elefante?

Estudiantes: Sí, elefante tiene el sonido de la "e".

Maestra: ¿Maís?

Estudiantes: No, maís no tiene el sonido de la "e".

Maestra: ¿Eje?

Estudiantes: Sí, tiene el sondio de la "e".

Maestra: ¿Elote?

Estudiantes: Sí, elote tiene el sonido de la "e".

(Continue con escuela y pelota.)

(Comenzemos). (La maestra da la señal)

Maestra: Ahora voy a ver si saben el sonido de la "i" verdaderamente.

(Maestra pone lo siguiente en el pizarón)

i

i i

(La maestra apunta a la "i". Si no es la "i" entonces los estudiantes van a responder no es la "i".)

Maestra: ¿Qué sonido tiene esta letra?

(Apuntando a la "i".)

Esutdiantes: iiiiiiiiii

Maestra: Ahora vamos a decir las palabras con "i".

(Repase lo siguiente: "s", "t", "l", "m", y "f", el sonido).

Maestra: Cuando apunte diga la palabra por me.

¿Listos?

Cuando apunte a la palabra diga la palabra.

¿Listos?

(Ponga lo siguiente en el pizarón)

	R^1	R^2	R^3	Examen
1.	sim	mim	sim	Sim
2.	si	tem	es	sne

3.	ti	mam	mas	tic
4.	tim	tam	mem	lic
5.	lim	fas	sma	
6.	sim	tes	ti	
7.	fin	tic	tes	
8.	sil	mec	tin	
9.	sin	mac	tes	
10.	tic	lic	tif	

Objectivo: Enseñar la vocal "o".

Maestra: La vocal "o" tiene el sonido oooooooooooo.

Maestra: ¿Qué sonido tiene la vocal "o"?

Maestra: ¿Que sonido tiene la vocal?

Estudiantes: oooooooooooo

(La maestra escribe la "i" en el pizarón:)

Maestra: ¿Qué sonido tiene está vocal, "i".

Estudiantes: iiiiiiiiii

Maestra: Vamos a decir las palabras.

(Escriba lo siguiente en el pizarón).

(1) indio

(2) papa

(3) íglesia

(4) elote

(5) industria

(6) centavos

Maestra: ¿Cuáles palabras tienen el sonido de la "i"?

Maestra: ¿indo?

Estudiantes: Sí, indio tiene el sonido de la "i".

Maestra: ¿Papa?

Estudiantes: No, papa no tiene el sonido de la "i".

Maestra: ¿Iglesia?

Estudiantes: Sí, iglesia tiene el sonido de la "i".

(Sigan con elote, industria y centavos)

Objectivo: Repaso de la "o"

Maestra: ¿Qué sonido tiene esta vocal?

Estudiantes: oooooooooo

Maestra: Vamos a decir estas palabras.

Maestra: (Ponga lo siguiente en el pizarón:)

1. oja
2. chango
3. plato
4. olla
5. indio
6. trabajar

Maestra: ¿Cuáles palabras tienen el sonido de la "o"?

Maestra: ¿Oja?

Estudiantes: Si, oja tiene el sonido de la "o".

Maestra: ¿Perro?

Estudiantes: Sí perro tiene el sonido de la "o".

Maestra: ¿Plato?

Estudiantes: Si, plato tiene el sonido de la "o".

(Continue con olla (sí tiene el sonido), indio (sí, tiene el sonido) y trabajar no tiene el sonido de la "o".)

Maestra: (Escriba la "u" en el pizarón)

Maestra: ¿Qué sonido tiene esta vocal? (Apunta la maestra a la "u")

Estudiantes: uuuuuuuuuuu

Maestra: Vamos a decir estas palabras.

(Ponga lo siguiente en el pizarón)

(1) una

(2) ojo

(3) uva

(4) chato

(5) único

(6) canasta

Maestra: ¿Cuáles palabras tienen el sonido de la "u"?

Maestra: ¿Una?

Estudiantes: Sí, tiene el sonido de la "u".

Maestra: ¿Ojo?

Estudiantes: Sí, tiene el sonido de la "u".

(La maestra sigue la instrución con las palabras, único y canasta)

Chapter II

Vowels: English Version

Objective: Students will be able to produce the long and short sounds of the vowels and to distinguish between the vowels.

1. Short and Long Vowel "a".

Teacher: The letter "a" has two sounds, one sound says, ă, as is sat and at. This is the short sound, ă ă ă (teacher models).

Teacher: What sound does "a" make?

Students respond: ă

Teacher: Again, what sound does "a" make? (Students respond).

Put on the board:

a	b	a
c	a	e

Teacher: Everytime I touch "a" tell me what sound "a" makes. Make the sound for "a" only. Get Ready ! (Signal the students to respond. Get everyone's attention and make certain all are responding and looking at the board. Pupils should only sound the ă whenever you touch the three "a's" listed. Cross out others that are not "a". Students should not produce any other sound except ă .

Put on the board:

a		a
	b	
c	a	i

Teacher: Say only the ă sound when I touch it. (Teacher points to the letters on the board and students respond. Teacher reinforces).

Teacher: I'm going to try to fool you. Watch me.

Put on the board.

a

a a

Teacher: Is this ă ă ă ă ă? (Teacher points to each figure on the board. If it is not ă ă ă, children should respond, "No, that is not "ă").

Teacher: The letter "a" also has the long sound. The long sound goes ā ā ā ā. (Signaling to students:) What sound is this?

(Teacher shows model ā).

Students: ā ā ā ā ā ā.

Teacher: Again, what sound is this?

Students: ā ā ā ā ā ā.

Teacher: Get ready. When I point to the "a" give me the new sound. Teacher points to "a". Students respond, ā ā ā in unison. Teacher now points to the following and the students respond to the "a" and keep on responding until the teacher stops touching the "a".

ā ă

ă ā

Teacher: (Now shows the letter "a".) What two sounds does the letter "a" make?

Students: (Should produce short sound ă , and long sound ā .)

Teacher: Now tell me the sounds when I point to them. Get ready.

(Teacher says long $\bar{a}$ and short $\breve{a}$.)

Students: $\bar{a}$ $\bar{b}$ $\breve{a}$ $\bar{b}$

$\breve{a}$ $\breve{b}$ $\bar{a}$

$\bar{a}$ $\bar{b}$ $\breve{a}$ $\breve{b}$

Teacher: This is "a". (Points to "b".)

Students: No, that is not "a".

Teacher: Tell me the two sounds this letter makes: Short----

(Point to "$\breve{a}$").

Students: $\breve{a}$ $\breve{a}$ $\breve{a}$ $\breve{a}$ $\breve{a}$.

Teacher: Long----(Point to "$\bar{a}$".)

Students: $\bar{a}$ $\bar{a}$ $\bar{a}$ $\bar{a}$ $\bar{a}$.

Write "m" and "s" on board. If students do not know sounds of "m" and "s", teach to pupils.

Drill session follows.

Review and Test

Teacher: When I point to a nonsense word, say the word for me.

(All should be on signal.)

	R_1	R_2	R_3	Exam
1.	ma	mam	ma	sams
2.	ca	cas	mam	ca
3.	sa	sas	sama	sama

4.	ta	tas	tama	tasa
5.	ba	bas	bama	sama
6.	ca	cas	cama	
7.	sa	sas	sas	
8.	ta	tas	tasa	
9.	ma	mas	masa	
10.	ca	cas	sama	

II. Short and Long Vowel "e".

Teacher: The letter "e" has two sounds. One says, ĕ. The short sound ĕ as in "Ed" and "egg".

Teacher: What sound does the short "e" make? (Wait for pupil response.)

Students: ĕ ĕ ĕ

Teacher: (Reinforce.)

Teacher: Again, what sound does the short ĕ make? (Teacher models)

Students: ĕ ĕ ĕ

Teacher: (Reinforce.)

Put on the board:

e	a	b	a
a	e	e	b

Teacher: Everytime I touch "e", tell me what sound it makes. Make the sound for "e" only. Get ready. (Signal the students to respond. Get everyone's attention and make certain all are responding and looking at board. Pupils should only sound the "e" whenever you touch the "e's" listed on the board. Students should not say any other sound except "e".)

Put the following on the board.

e b e

e a i

Make sure students say "e" if it is pointed, and do not respond if other letters are pointed. Teacher touches all letters, children respond on "e" and are silent on the other letters.

Teacher puts another diagram on board:

e b

Teacher: Watch me. I'm going to try to fool you. (Point to flower and say to pupils;) This is "e".

Students should respond in a complete sentence. "No, that is not "e". (Reinforcement given for correct response.)

Teacher: The letter "e" also has the long sound. The long sound goes $\bar{e}$ $\bar{e}$ $\bar{e}$.

Teacher (Signaling to students.) What sound is this? (Teacher shows model $\bar{e}$.)

Teacher: Again, what sound is this?

Students: $\bar{e}$ $\bar{e}$ $\bar{e}$.

Teacher: Get ready. When I point to the "e" give me the new sound. (Teacher points to "e". Students respond . . . $\bar{e}$ $\bar{e}$ $\bar{e}$ in unison.)

Write on board:

e a e

e a a

Teacher: When I touch the letter "e" give me the sound of the long $\bar{e}$ $\bar{e}$ $\bar{e}$.

Teacher: Get ready. (Teacher touches all letters pupils respond to only long "e" sound).

Teacher: (Now shows letter "e"). What two sounds does the letter "e" make?

Teacher: Now says short. (Students respond ĕ ĕ ĕ ĕ.) Long. (Students respond $\bar{e}$ $\bar{e}$ $\bar{e}$ $\bar{e}$.) Reinforcement is given each time responses are correct).

Drill session follows.

Review and Test

Teacher: When I point to a nonsense word say the word for me. (All should be on signal).

	R_1	R_2	R_3	Exam
1.	en	fe	men	ens
2.	me	me	mam	mams
3.	fe	es	mem	taf
4.	te	ma	tas	tes
5.	se	sa	mems	mem
6.	es	en	tes	
7.	en	fe	taf	
8.	me	al	tes	
9.	tem	ta	ses	

III. Short and Long Vowel "i".

Teacher: The letter "i" has two sounds. The short sound says $\breve{i}$. The long sound says $\bar{i}$. The short sound is heard in "itch". The long sound "ice".

Teacher: What sound does short "i" make?

Students: $\breve{i}$ $\breve{i}$ $\breve{i}$ $\breve{i}$.

Teacher: What sound does short "i" make?

Students: $\breve{i}$ $\breve{i}$ $\breve{i}$ $\breve{i}$.

Put on the board:

i	a	i
i	i	e
e	e	i

Teacher: Everytime I touch "i" give me the sound it makes. If it's not "i", do not make the sound. Get ready. (Signal the students to respond. Get everyone's attention and make certain all are responding and looking at the board. Pupils should only sound the "i" whenever you touch the "i" listed. Students should not produce any other sound except "i".)

Put on the board:

i	a
e	e
i	i

Teacher: Say only the "i" sound when I touch it. Get ready.

Students: (Respond to "i" as teacher touches it.)

Put another diagram on the board.

i

i i.

Teacher: I'm going to try to fool you. Watch me. (Teacher will be pointing to each figure.) Is this "i"? If it is not "i", children will respond "No, that is not 'i'."

Teacher: The letter "i" also has a long sound. The long sound goes $\bar{i}\ \bar{i}\ \bar{i}$.

Teacher: The long sound says $\bar{i}\ \bar{i}$ as in ice.

Teacher: What does the long sound say? (Give signal.)

Students: $\bar{i}\ \bar{i}\ \bar{i}$.

Teacher: Again, what does the long sound say?

Students: $\bar{i}\ \bar{i}\ \bar{i}$.

Teacher: Everytime I touch "i" tell me what sound "i" makes.

Put on the board:

i	b	i
c	i	i

Teacher: Everytime I touch "i" tell me what sound "i" makes. Make the sound for "i" only. Cross out the others that are not "i". (Signal. Everyone should respond at the same time. Pupils should only sound the "i" whenever you touch the "i". Students should not produce any other sound except $\bar{i}$.)

Put on the board:

i	b	a
$\bar{i}$	a	$\bar{i}$

Teacher: Say only the "$\bar{i}$" sound when I touch it. Say "No" when others are touched. (Pointing to the above letters).

Put on the board:

i

a i i

Teacher: I'm going to try to fool you. Watch me. (Teacher will be pointing to the above figures). Is this "i"? (Teacher crosses out those which are not "i".)

Teacher: What's the long sound of the letter "i"?

Students: $\bar{i}$ $\bar{i}$ $\bar{i}$ $\bar{i}$. (Teacher gives reinforcement.)

Nonsense Drill: Make sure students practice the following sounds: "f", "c" and "s". Students must know these sounds before you begin the nonsense drill.

Teacher: When I point to the nonsense word say the word for me. Get ready. (Give Signal.)

Review and Test

	R_1	R_2	R_3	Exam
1.	sim	mim	sim	sim
2.	si	tem	es	sne
3.	ti	mam	mas	fas
4.	tim	tam	mem	tic
5.	lim	fas	sma	lic
6.	sim	tes	ti	
7.	fin	tic	tes	
8.	sil	mec	tin	
9.	sin	mac	tes	
10.	tic	lic	tif	

IV. Short and Long Vowel "o":

Teacher: The letter "o" has two sounds. One sounds says, ŏ .
"o" as in on. This is the short sound, ŏ ŏ ŏ ŏ .

Teacher: What sound does "o" make?

Students respond: ŏ ŏ ŏ.

Teacher: Again, what sound does "o" make? (Students respond).
Put on the board.

o m o

o a o

Teacher: Everytime I touch "o", tell me what sound "o" makes. Make the sound for "o" only. Get ready. (Signal the students to respond. Get everyone's attention and make certain all are responding and looking at board. Pupils should only sound ŏ whenever you touch the "o" listed. Cross out others that are not "o". Students should not produce any other sound except ŏ .)
Put on the board.

o m a

o a o

Teacher: Say only the "o" sound when I touch it.
Put on the board.

ŏ

ŏ ŏ

Teacher: I'm going to try to fool you. Watch me. (Teacher will be pointing to the above figures). Is this ŏ ŏ ŏ ? (If it is not ŏ children will respond "No, that is not ŏ .")

Teacher: The letter "o" also has the long sound. The long sound

goes $\bar{o}$ $\bar{o}$ $\bar{o}$.

Teacher: Again, what sound is this?

Students: $\bar{o}$ $\bar{o}$ $\bar{o}$.

Teacher: Get ready. When I point to the "o" give me the new sound. (Teacher points to "o". Students respond, $\bar{o}$ $\bar{o}$ $\bar{o}$ in unison. Teacher now points to the following and the students respond to the "o" and keep on responding until the teacher stops touching the "o".)

Teacher: (Now shows the letter "o".) What two sounds does the letter "o" make?

Students: (Should respond short sound $\breve{o}$ and long sound $\bar{o}$.)

Teacher: Now tell me the sounds when I point to them. Get ready. (Teacher puts the following on the board and says long sound.)

Students: (Pointing to the correct one).

$\bar{a}$	$\bar{o}$	a
o	$\breve{o}$	$\bar{a}$
$\breve{o}$	$\bar{o}$	o

Teacher: This is $\bar{o}$, (showing them "a").

Students: No, that is not $\bar{o}$.

Teacher: (Shows model of "o".) Tell me the two sounds this letter makes. Short (first) then long (second).

Students: $\breve{o}$ $\breve{o}$ $\breve{o}$ $\breve{o}$.

Teacher: Long

Students: $\bar{o}$ $\bar{o}$ $\bar{o}$ $\bar{o}$.

Teacher: (Writes "m" and "s" on board once again. If students do not know sounds of "m" and "s", teach them to pupils.

Also teach "th", "n", "c".)

Drill session follows.

Review and Test

Teacher: When I point to the nonsense word, say the word for me. All should be on signal.

	R_1	R_2	R_3	Exam
1.	omo	tono	tano	omo
2.	lom	es	tino	tono
3.	tom	ti	tono	ese
4.	tof	omo	ese	tomo
5.	sod	amo	tese	timo
6.	los	taco	timo	
7.	mos	tico	nomo	
8.	tof	momo	taco	
9.	tac	eme	tono	
10.	tac	mam	tano	

V. Short and Long vowel "u".

Teacher: The letter "u" has two sounds. One sound says ŭ as in under and up. This is the short sound, ŭ ŭ ŭ.

Teacher: What sound does "u" make?

Students respond: ŭ ŭ ŭ.

Teacher: Again, what sound does "u" make?

Students respond: ŭ ŭ ŭ.

Put on the board:

u	b	u
u	a	u

Teacher: Everytime I touch "u" tell me what sound "u" makes. Make the sound for "u" only. Get ready. (Signal the students to respond. Get everyone's attention and make certain all are responding and looking at board. Pupils should only sound the "u" whenever you touch the "u" listed. Cross out others that are not "u". Students should not produce any other sound except "u".)

Put on the board.

u		u
	b	
c	u	u

Teacher: Say only the "u" sound when I touch it, (pointing to each "u").

Students: Respond.

Teacher: I'm going to try to fool you. Watch me. (Teacher will be pointing to the above figures.) Is this $\breve{u}$? (If it is not $\breve{u}$ children will respond, "No, that is not $\breve{u}$.")

Teacher: The letter "u" also has the long sound. The long sound goes $\bar{u}$ $\bar{u}$ $\bar{u}$ as in use, and ule. (Signal to students). What sound is this? (Teacher points to "u".)

Students: $\bar{u}$ $\bar{u}$ $\bar{u}$.

Teacher: Again, what sound is this?

Students: $\bar{u}$ $\bar{u}$ $\bar{u}$.

Teacher: Get ready. When I point to the "u", give me the new sound.

(Teacher points to "u". Students respond ū ū ū in unison.) Teacher now points to the following and the students respond to the "u" and keep on responding until the teacher stops touching the "u".

Put on the board.

ū	ū	ŭ
ŭ	ū	ū

Teacher: (Now shows the letter "u".) What two sounds does the letter "u" make?

Students: (Should respond short sound ŭ . Long sound ū .)

Teacher: Now tell me the sounds when I point to them. Get ready (pointing to the above letters).

Students respond.

Put on the board.

ā	ū	ū
ŭ	ă	ū
ă	ū	ŭ

Teacher: This is "u". (Showing them the "a".)

Students: No, that is not "u".

Teacher: Now, let's review. What sound is this: "s", "th", "l", "c", "d", "f". (Now point to each sound and have pupils say the sound.

Drill session follows.

Review and Test

	R_1	R_2	R_3	Exam
1.	luc	wum	mif	mid
2.	mul	taum	tos	dufs
3.	tud	rium	nid	dem
4.	mud	neum	nos	luna
5.	tus	dus	rem	tud
6.	cum	tum	dem	
7.	tum	taum	dufs	
8.	sum	sam	tud	
9.	dum	mul	dom	
10.	mum	luna	tuna	

Chapter III

Geometric Shapes: Spanish Version

Objectivo: Enseñarles a los estudiantes el círculo, el triángulo, el cuadrado, y el rectángulo.

Maestra: Este es un círculo.

Maestra: ¿Qué es esto?

(Apuntando al círculo que esta en el pizarón).

Estudiantes: Es un círculuo.

Maestra: ¿Qué es?

Estudiantes: Es un círculo.

Maestra: El círculo esta redondo.

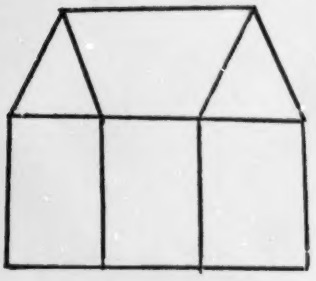
Maestra: ¿Cómo esta el círculo?

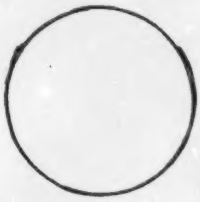
Estudiantes: El círculo esta redondo.

Maestra: ¿Qué es esto?

(Es esto un círculo?)

(Apuntando a I, y entonce II).

I 

II 

Estudiantes: (Respondiendo a lo primero (I) - No, eso no es un circulo).

Maestra: (Apuntando a numero II) (¿Es esto un círculo?)

Estudiantes: Sí, ese es un círculo.

Maestra: ¿Qué es? (Apuntando al numero II).

Estudiantes: Es un círculo.

Maestra: Este es un triángulo. (Apuntando al triángulo que esta en el pizarón).

Maestra: ¿Qué es esto?

Estudiantes: Es un triángulo.

Maestra: ¿Qué es esto?

(Apuntando al triángulo en el pizarón).

Estudiantes: Es un triángulo.

Maestra: ¿Qué es esto?

Estudiantes: Es un traingulo.

Meastra: ¿Qué es esto?

Estudiantes: Es un triángulo.

Maestra: El triángulo tiene tres lados.

Maestra: ¿Cuantos lados tiene el triángulo?

Estudiantes: El triángulo tiene tres lados.

Maestra: ¿Qué es esto?

Es un triángulo?

(Apuntando al numero I y entonce al numero II).

I II

Estudiantes: No es un triángulo

Maestra: (Ahora apuntando al numero II)

¿Qué es esto?

Esdudiantes: Es un triángulo.

Maestra: ¿Qué es?

(Apuntando al II)

¿Qué es esto?

Estudiantes: Es un triángulo.

Maestra: ¿Qué es esto?

(Apuntando al cuadrado)

Estudiantes: Es un cuadrado.

Maestra: El cuadrado tiene cuatro lados?

Maestra: ¿Cuantos lados tiene el cuadrado?

Estudiantes: El cuadrado tiene cuatro lados.

Maestra: Cuantos lados tiene el cuadrado?

Estudiantes: El cuadrado tiene cuatro lados.

Maestra: ¿Es este un cuadrado?

(Apuntando a I y despues II y despues III).

I II III

Estudiantes: No, es un cuadrado.

Maestra: (Apuntando al numero II)

¿Es este un cuadrado?

Estudiantes: Sí, es un cuadrado.

Maestra: (Apuntando al numero III)

¿Es este un cuadrado?

Estudiantes: No, es cuadrado?

Maestra: ¿Este es un rectángulo?

Maestra: ¿Qué es este?

Estudiantes: Es un rectángulo.

Maestra: Un rectángulo es largo.

Maestra: ¿Qué es un rectángulo?

Estudiantes: Un rectángulo es largo.

Maestra: ¿Es este un rectángulo?

(Apuntando a I, II, y III.)

I II III

Estudiantes: No, es un rectángulo.

Maestra: ¿Es este un rectángulo?

(Apuntando al numer II).

Estudiantes: No es un rectangulo.

Maestra: ¿Es este un rectángulo?

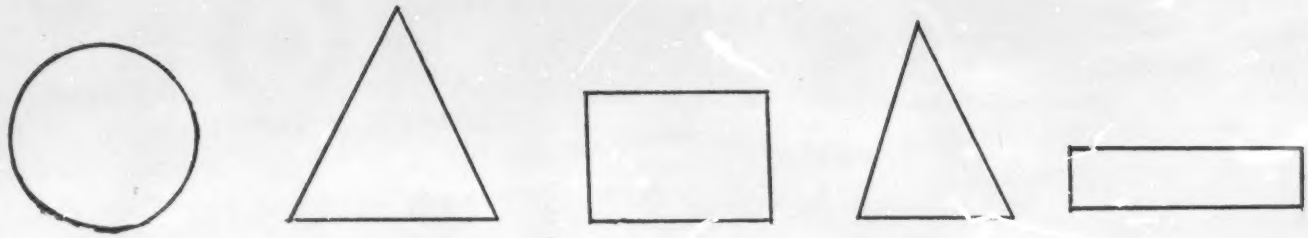
(Apuntando al numero III).

Estudiantes: Sí, es un rectángulo.

Maestra: Vean por aquí. Cuando apunte a este o aquel diganme que es.

¿Listos?

(La maestra debe dar la señal.)



Estudiantes: Es un círculo.

Estudiantes: Es un triángulo.

Estudiantes: Es un cuadrado.

Estudiantes: Es un triángulo.

Estudiantes: Es un rectángulo.

(Ahora comienze apuntar con el rectángulo).

(Al último)

(Ahora comienze con el cuadrado en el medio).

(Cada vez de la señal).

Chapter IV

Geometric Shapes: English Version

Objective: Students will be able to identify and differentiate between four geometric shapes: circle, square, triangle & rectangle.

Teacher: This is a circle. (Put ◯ on the blackboard).

Teacher: What is this? (Pointing to the circle. Teacher gives signal and students respond).

Students: This is a circle.

Teacher: The circle is round.

Teacher: How is the circle?

Students: The circle is round.

Teacher: How is the circle?

Students: The circle is round.

Teacher: Is this a circle? (Pointing to #1 and then #2).

1. □ 2. ◯

Students: (When the teacher points to #1). No, this is not a circle.

Students: (When the teacher points to #2). Yes, this is a circle.

Teacher: Again, what is this? (Pointing to #1).

Students: This is not a circle.

Students: This is a square.

Teacher: The square has four sides.

Teacher: How many sides does the square have?

Students: The square has 4 sides.

Teacher: Is this a square? (Pointing to 1, 2, then 3).

1. 2. 3. 4.

Students: No, this is not a square. (Responding to #1).

Students: No, this is not a square. (Resonpding to #2).

Students: Yes, this is a square. (Responding to #3).

Teacher: This is a rectangle. (Pointing to #4).

Teacher: What is this?

Students: This is a rectangle. (Responding to #4).

Teacher: What is it again?

Students: It is a rectangle.

Teacher: The rectangle is long.

Teacher: How is the rectangle?

Students: It is long.

Teacher: This is a triangle.

Teacher: What is this? (Pointing to #2).

Students: This is a triangle. (Responding to #2).

Teacher: What is this? (Pointing to the triangle on the board).

Students: This is a triangle.

Teacher: The triangle has three sides.

Teacher: How many sides does a triangle have?

Students: The triangle has three sides.

Teacher: What is this? Is it a triangle? (Teacher points to #1 and then #2).

Students: No, it is not a triangle. (Responding to #1).

Students: Yes, it is a triangle. (Responding to #2).

Teacher: What is this? (Pointing to the triangle once again).

Students: This is a triangle.

Teacher: What is this? Is this a rectangle? (Pointing to #1, #2, & #3 in that order).

Students: No, this is not a rectangle. (Responding to #1).

Students: No, this is not a rectangle. (Responding to #2).

Students: No, this is not a rectangle. (Responding to #3).

Students: Yes, this is a rectangle. (Responding to #4).

Teacher: Eyes up here when I point to the figure. Tell me what it is. Ready? (Teacher gives signal).

Drill session follows.

Review and Test

1. 2. 3. 4. 5.

Teacher: Tell me what it is. (Teacher points to each geometric shape).

Students: It is a circle. (Responding to #1)

Students: It is a triangle. (Responding to #2).

Students: It is a square. (Responding to #3).

Students: It is a triangle. (Responding to #4).

Students: It is a rectangle. (Responding to #5).

APPENDIX

Directions for Administering the Test

Spanish Reading Assessment Test

Response Sheet

Directions for Administering the Spanish Reading Assessment Test

1. First make sure pupil can say stimulus words listed at top of page one.
2. If the student does not know stimulus words, teach the words, then retest the pupil.
3. The student will be scored on the word that appears at the end of the line. The student will receive a (+) (plus) if he/she pronounces "bas" correctly. The "b" and "as" will not be counted wrong even if the pupil cannot produce those sounds correctly.
4. All responses should be recorded on the answer sheet which can be found at the end of the test.
5. The answer sheet will reveal all the specific areas where the student has difficulty, and can be used for diagnostic purpose.
6. There are three items to assess each of the five sounds. If the student recognizes only one but misses the rest of the words which contain one consonant, it is a sign that the pupil does not have good recognition of the consonant.
7. Since vowels appear throughout all the words included in the list, this test provides a review of all the vowels. Again, the last word in the column is what is important to the examiner for diagnosis and remediation.
8. A "+" (plus) is recorded for correct responses and a "-" (minus) is recorded for incorrect responses.

Spanish Reading Assessment Test

	as	al	us		as	al	us
1.	b	as	bas	6.	h	as	has
	b	al	bal		h	al	hal
	b	us	bus		h	us	hus
2.	c	as	cas	7.	j	as	jas
	c	us	cus		j	al	jal
	c	al	cal		j	us	jus
3.	d	as	das	8.	k	as	kas
	d	us	dus		kal	al	kal
	d	al	dal		kus	us	kus
4.	f	as	fas	9.	l	as	las
	f	al	fal		l	al	lal
	f	us	fus		l	us	lus
5.	g	as	gas	10.	m	as	mas
	g	al	gal		al	al	mal
	g	us	gus		us	us	mus

11.	n	as	nas
	n	al	nal
	n	us	nus
12.	p	as	pas
	p	al	pal
	p	us	pus
13.	q	as	qas
	q	al	qal
	q	us	qus
14.	r	as	ras
	r	al	ral
	r	us	rus
15.	s	as	sas
	s	al	sal
	s	us	sus
16.	t	as	tas
	t	al	tal
	t	us	tus
17.	v	as	vas
	v	al	val
	v	us	vus
18.	w	as	was
	w	al	wal
	w	us	wus
19.	x	as	xas
	x	al	xal
	x	us	xus
20.	y	as	yas
	y	al	yal
	y	us	yus
21.	z	as	zas
	z	al	zal
	z	us	zus
22.	a	as	mas
23.	e	es	mes
24.	i	im	mim
25.	o	os	mos
26.	u	uc	muc

RESPONSE SHEET

Name_____ Date:_____

Examine_____

1.	b	bas_____	8.	k	kas_____
		bal_____			kal_____
		bus_____			kus_____
2.	c	cas_____	9.	l	las_____
		cus_____			lal_____
		cal_____			lus_____
3.	d	das_____	10.	m	mas_____
		dus_____			mal_____
		dal_____			mus_____
4.	f	fas_____	11.	n	nas_____
		fal_____			nal_____
		fus_____			nus_____
5.	g	gas_____	12.	p	pas_____
		gal_____			pal_____
		gus_____			pus_____
6.	h	has_____	13.	q	qas_____
		hal_____			qal_____
		hus_____			qus_____
7.	j	jas_____	14.	r	ras_____
		jal_____			ral_____
		jus_____			rus_____

15. s sas_____

sal_____

sus_____

16. t tas_____

tal_____

tus_____

17. v vas_____

val_____

vus_____

18. w was_____

wal_____

wus_____

19. x xas_____

xal_____

xus_____

20. y yas_____

yal_____

yus_____

21. z zas_____

zal_____

zus_____

Vocales

22. a mas_____

e mes_____

i mim_____

o mos_____

u muc_____

Footnote

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